DOCUMENT RESUME

ED 437 261 RC 022 223

AUTHOR	Ambrosie, Frank; Smith, David; Joseph, Michael, Jr.
TITLE	Indicators of School District Conditions and Performance: What Rural Residents Want To Know about Their Schools. Rural Schools Program, 1998-1999.
INSTITUTION	State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
SPONS AGENCY	New York State Rural Education Advisory Committee.
PUB DATE	1999-00-00
NOTE	48p.
PUB TYPE	Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Access to Information; *Accountability; Educational Attitudes; Elementary Secondary Education; Evaluation Criteria; Information Needs; Organizational Communication; *Public Opinion; *Rural Schools; *School Attitudes; School Community Relationship; School Districts; Surveys; Tables (Data)
IDENTIFIERS	*New York

ABSTRACT

A survey of rural New York residents examined community opinions about various traditional and nontraditional school performance criteria that could be used in a local "school report card." Completed surveys were received from 1,821 residents of 29 of the 245 small and rural school districts that participate in the New York Rural Schools Program. Less than 60 percent of respondents felt that it was easy to obtain information about their school or that they were well informed about the school. Bar graphs indicate public opinion about access to information on various aspects of student success, school environment, test results, staffing characteristics, program offerings, facilities information, student services, student characteristics, attendance and discipline, and school finance. Results were compared with those from a similar national survey. New York respondents were most interested in receiving information on student services and standardized test results, while the national sample was most interested in school environment and program offerings. Appendices contain survey letters, the survey questionnaire, and response rates on each survey item for each participating school district. (SV)

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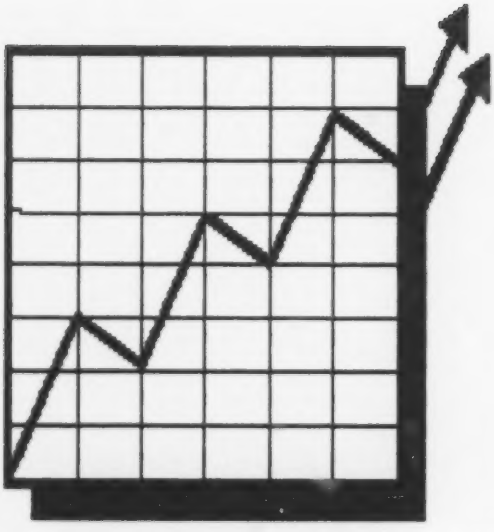
ED 437 261

Indicators of School District Conditions and Performance:

What Rural Residents Want to Know About Their Schools

Rural Schools Program

1998 ~ 1999



Dr. Frank Ambrosie
David Smith
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ACKNOWLEDGEMENT

The Rural Schools Program's Research Committee wishes to thank the Boards of Education, Superintendents, and of course, the residents, of the twenty-nine school districts that participated in this study, namely:

Addison	Adirondack	Afton	Allegany-Limestone
Avon	Bath	Camden	Colton-Pierrepont
Cortland	Falconer	Gloversville	Granville
Hammondsport	Hartford	Heuvelton	Newcomb
Jasper-Troupsburg	Jeffersonville-Youngsville	McGraw	Marion
Moravia		Newark Valley	Perry
Poland	Schenevus	Sidney	South Seneca
Unadilla	Westport		

Your willingness to cooperate, and invest resources, afforded us the opportunity to examine an issue that is of critical importance. While our work cannot pretend to provide answers to each school district's needs, "Indicators of School District Conditions and Performance: What Rural Residents Want to Know About Their Schools", does provide evidence of what is of importance to the rural constituency, provides baseline data for district comparisons, and underscores the need for Boards and Superintendents to invest in structured and effective means of communicating with their publics.

Our gratitude to the Rural Education Advisory Committee (REAC) for help in defraying the cost of printing 70,000 surveys, and special thanks to Jan Tucker, Cayuga-Onondaga BOCES, Teri Whittmann, Southern Cayuga School District, and RSP's Office Manager, Teri Bartlett, for their assistance in producing the final report.

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Introduction

Previously published national educational reform reports and, to some extent, contemporary educational studies have defined our schools as institutions of educational mediocrity. As a result, there has been created in this country an increasingly strong demand for educational accountability. There are basically two effectiveness elements that comprise school accountability; student performance and school program performance. Actual knowledge as well as a perceived understanding of how well schools perform in these two areas is vitally important to garnering essential community support for schools. Actual or perceived, poor performance has the potential to plague the American school enterprise. A reporting of satisfactory, positive performance may serve as a prerequisite to public support. On balance, the reporting of satisfactory school performance should create school support given that the populace is convinced that their children are succeeding educationally. Providing and communicating quality information to the public could have a profound impact on the successful operation of a school.

The vehicle by which school districts communicate accountable educational information to the public is essential to the reporting effort. Throughout the nation a document identified as the School Report Card is used to provide public reports on the condition of individual public schools and on the results of student and educational program performance. The Report Card is used to document information on student testing, building conditions, school personnel, student services, school finance, student characteristics and other conditions that make up the school enterprise.

School Report Cards are meant to inform a number of different populations. Included among the most important groups are parents of students enrolled in school and other adult district residents served by the schools. These two populations are particularly interested in the quality, condition, and success of their schools. It is for this purpose that this study was conducted, the results reported and recommendations made. The New York Rural Schools Program believes that parents and other members of the rural community are vitally interested in a wide variety of information related to their schools. We believe that the final report of the study will become a valuable asset to rural school boards and superintendents as they realize continuous progress in their effort to communicate school improvement and success.

Study Design

The major component of the study entails the administration of a survey instrument, Indicators of School District Conditions and Performance, to a statistically selected population of citizens in identified rural school districts in New York State. The instrument was developed by modifying a questionnaire that was used in a national research study entitled, Designing and Developing Effective School Report Cards. In addition, items from a telephone survey instrument also utilized in the national study were infused into the final survey instrument.

The major objective for administering the survey instrument was to gather, analyze and compare information on ten (10) major school performance criteria selected by school communities in the national study as being important for reporting annual school performance. The following performance categories were studied:

1. **School Success Information**: Indicators of student success other than standardized test scores (e.g., graduation rate, promotion rates, number of AP placements, satisfaction of requirements for university entry, special honors/awards, athletic accomplishments).

2. **School Environment Information**: Indicators of school climate (e.g., school safety and involvement of parents including PTA/PTO and involvement of community groups).

3. **Standardized Testing Information:** Indicators of students' test performance (e.g., students' average scores on standardized tests and comparison to other schools).

4. **School Staffing and Characteristics of Teachers**: Includes information about the number of new teachers, tenured teachers, advanced degrees, class size and number by job title (e.g., teacher counselor).

5. **Programmatic Offerings**: Includes information about whether the school offers such programs as advanced courses for the gifted, special education, and bilingual education, occupational education, early childhood education and distance learning.

6. **School Facilities**: Includes information about such things as the number of classrooms the school has, whether the school has to use portable classrooms, the number of students the school can accommodate and whether the school is totally or only partially full, and the number of books in the school's library.

7. **Student Services:** Includes information such as whether health and counseling services are available to students and the kinds of extracurricular activities (such as language clubs, school athletics, and service clubs) the school offers students.

8. **Student Characteristics**: Includes elements such as proportion of students by gender, ethnicity, remedial programs, receiving free and reduced lunch.

9. **Student Engagement Information**: Indicators of students engagement (e.g., attendance, dropout rates, suspensions).

10. **School Finance**: This category includes indicators such as operating expenses per student, by function, e.g., administration, instruction, expense for technology, average teacher salary and sources of funding (federal, state and local).

The ultimate purpose of this study was to provide community opinion results on a variety of traditional and non-traditional school performance criteria which could be used in a local school district report card prepared for parents and others.

A secondary purpose for the study was to attempt to replicate the findings of the national research study on effective school report cards. A comparative analysis was made to determine the relationship between the report card data reported in the national study and the results of the current study conducted by Rural Schools. It was felt that a high correlation between the results of the two studies would yield a validated data base with which to create a structured format for a highly desirable school report card.

Two additional comparisons were made. The results of the Rural Schools study were analyzed and validated against the results of a study conducted by a team of researchers at Cornell University and led by Dr. David Monk. The study, The New York State Board of Regents' Student of Organizational Change, Final Report Phase II, deals with the use of indicator data for the evaluation of school and district performance.

One of the key questions investigated in the study was, "How does the public judge the quality of its schools?" The Monk study found that citizens' judgments are conditioned by personal, subjective, qualitative and district-specific information related to school district performance. The study also concluded that citizens' judgments about schools differed from those of state officials which tend to be impersonal, objective, quantitative and comparative. The study concluded that the state's criteria on school performance reporting misses what the public considers significant.

The results of the current Rural Schools study were cross-analyzed with the findings in the national study and the Monk study to provide a composite of data from which final conclusions and recommendations were made.

Pilot

A pilot study was conducted in the Southern Cayuga School District as a prelude to the statewide administration of the survey instrument. The purpose of the pilot was to field test the instrument in order to ensure clarity of understanding of the survey items among the community respondents. The results of the pilot were utilized to modify items considered too difficult to understand prior to the final administration of the survey.

The Study Sample

The final survey instrument was administered to a random sample of residents of some 245 small and rural school districts that make up the membership of the New York State Rural School Program. Original contact was made with forty randomly selected schools districts. Twenty-nine districts actually participated in the survey project. A total of sixty-nine thousand surveys were delivered to participating school districts. Approximately three percent (1,821) of the surveys were returned and computer-analyzed for results.

Sample Size

The sample size was derived in the following manner: Each and every member of the Rural Schools Program was listed for potential selection in the sample of school districts surveyed in the study. There are two hundred and forty-five (245) member districts currently active in the Rural Schools Program. A random sample of forty (40) districts were chosen. Using a stratified sampling technique, the sample was drawn independently and at random from each of the eleven geographic zones established by the Rural Schools Program. Random number tables were used to assign individual districts to each sample from each zone. It was felt that this process insured a representative sample for the total population of Rural Schools member districts and that the survey results would provide the likelihood for accurate generalizations to be made about our findings and recommendations directed to the total population of member districts in the Rural Schools Program.

In order to vary the probability of selection in the random sample, a percentage was assigned to each of the eleven zones in proportion to its share of the number of school districts in the total population. For example, zone nine had fourteen percent of the total population. Therefore, fourteen percent of the school district sample was chosen from zone nine. This procedure was used in choosing the entire random sample of forty school districts. Individual school districts were identified in each stratified sample by using a Table of Random Digits. This process was used to insure independent random sampling.

Data Analysis

The response data generated from the survey was analyzed by utilizing the SPSS computer data analysis software package. Each item of the survey was recorded by identifying a raw number count of each response and the percent of total responses. The data was then taken from the computer printout and displayed in a series of charts and numerical listings using the computer package, Quattro Pro.

Rules for Data Analysis

In determining how the data would be analyzed to record the study's findings, the authors established the following rules for analysis:

1. Use the response values of 1 & 2 (should not) as well as 4 & 5 (should) for each indicator (79) to express trends of frequency in providing information that determines a strong opinion or perception of survey respondents. A response of three would be considered as neutral or lacking a strong opinion by survey respondents.

2. Determine for each indicator the level of response expressed (as a percent) that represents a significant expression of opinion for each indicator, i.e., 60% or more.

3. Determine for each category: B through K (10 categories), its value as desired information to be reported to members of the community. Use cumulative trend data from survey indicators to determine values, i.e., 60% or more.

Findings

The inferences used to state our findings and in making our recommendations were drawn from the analysis of our survey results. The ultimate design was based on the use of descriptive statistics and a dependence on the magnitude of collective responses to individual survey items.

Rural Schools Survey

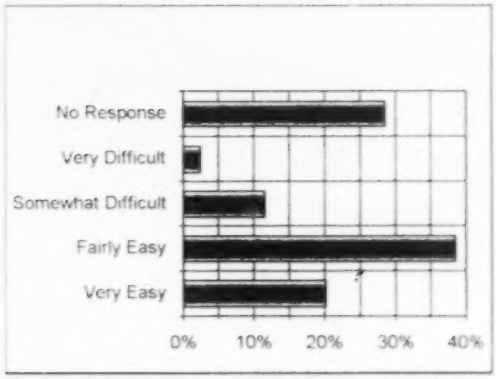

Figure 1 How Easy Is It To Obtain Information?

Findings

Less than 60% of the parents surveyed felt it was "Fairly Easy" or "Very Easy" to gain information about their child's school.

Conclusions

We would presume that school districts would want all resident parents to find it relatively easy to gain information about their child's schools. This would require Boards of Education and Superintendents to establish an ongoing procedure to review policies, practices and procedures at regular intervals, evaluate their effectiveness, be prepared to make adjustments, and dedicate district resources.

In addition, the effort must be made to educate district residents on how to access information desired from and about the school. The school must assist in clarifying areas of responsibility, confidentiality and simple school procedures, while being mindful that the perceived receptiveness of school personnel toward inquiries can short circuit even the best intended efforts to communicate.

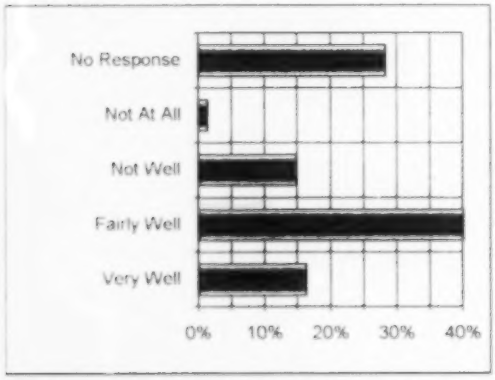

Figure 2 How Informed Are You?

Findings

Less than 60% of the parents surveyed felt they were "Fairly Well" or "Very Well" informed about their child's school.

Conclusions

While the degree to which parents are "informed" about their child's school is related to the "ease" with which information can be accessed (Figure 1), Boards of Education and Superintendents are cautioned that district policies, practices and procedures should recognize and provide for the distinct differences. "Ease" in accessing information will contribute to, but

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cannot guarantee, an informed school community. Ease in access equates to an active interest on the part of the parent seeking information. Being "Well Informed" carries with it a presumption that the parent has need or at least wants to be informed. Therefore, creating the realization or reinforcing the concept that it is in the parent's interest, and that of their child, to be "Well Informed" about their schools should be an ongoing priority.

Findings

Almost 74% of parents surveyed would like additional information about their child's school.

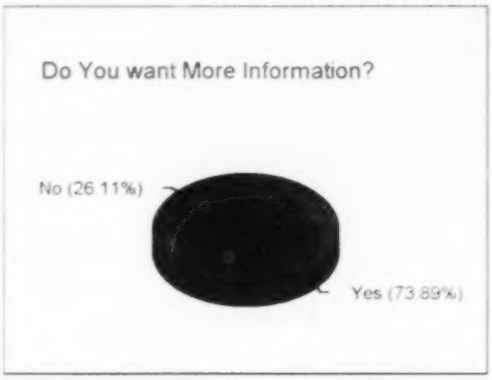

Figure 3. Do You Want More Information?

Conclusions

This finding should be anticipated in/for all school districts. The RSP survey found that over 60% of our parent sample wanted additional information on nine of the ten general categories surveyed. Boards of Education and Superintendents would be advised to examine these categories to establish a priority listing, and to devise a plan to address the areas of greatest interest/concern.

Findings

Figure 4 displays information from both parents and other adult district residents. The categories "Neighbors", "Media", "Newsletter", and "District Office" depict responses from both groups. The remaining categories are from parents, only.

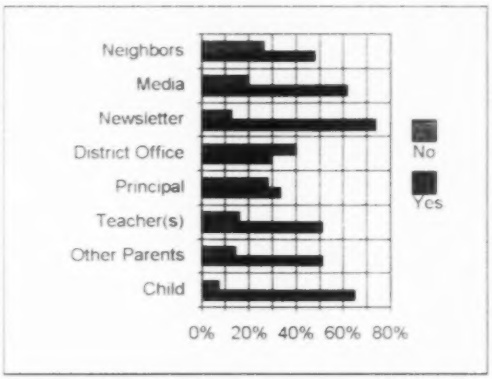

Figure 4. Where Do You Get Your Information?

Conclusions

The findings exhibit the difficulty Boards of Education and Superintendents have in attempting to insure that accurate information flows from the school to its publics. Information from the Media, Newsletters, the District Office and the Principal can generally be classified as **formal** (school/institution) communication. What is reported or stated can be traced to a creditable--responsible--source representing the school. Neighbors, Other Parents, Child, and to a lesser degree Teachers, even when these persons are immediately involved, represent **informal** (personal/individual) communication. That is, what is communicated represents the individuals interpretation of the issue and does not necessarily represent the position of the school.

Given the tremendous volume of information that must be transferred through personal or informal means, Boards of Education and Superintendents would be wise to examine how, and how well, students, teachers and staff are kept informed about school issues. Students and support staff are sometimes overlooked as communication links to the community.

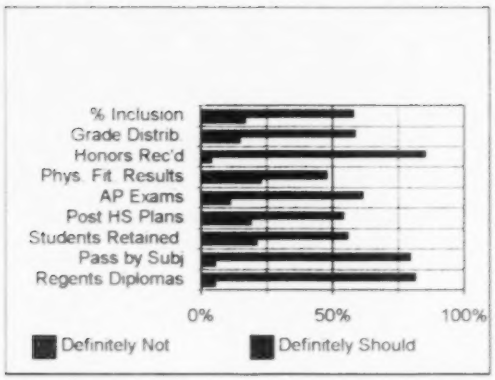

Figure 5: Student Success Information

Findings

With but a slight exception for Physical Fitness Results (50%), the respondents feel each of these factors should be reported to parents and the general public.

Conclusions

High interest in "% Inclusion" should cause Boards of Education and Superintendents to reflect on whether the interest is positive or negative. That is, are residents pleased that classified students are able to receive their instruction in regular classrooms, are no longer segregated, or is there concern that their inclusion is a disrupting influence on others? This becomes an extremely important factor since the national and state policy trend is to fully include all students and to end center-based programs for students with special needs.

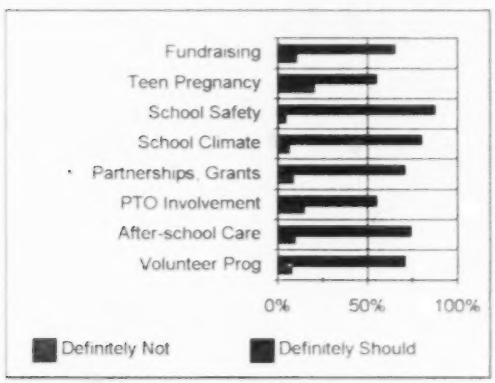

Figure 6: School Environment Information.

Findings

"School Safety" and a related factor, "School Climate", lead the list of environmental indicators that rural residents wish to know about in their schools.

Conclusions

Findings are consistent with public opinion polls and the general concern for violence in our society. In addition, we translate interest in some of these indicators, particularly "After-School Care" and "Teen Pregnancy", as a call by parents for assistance with their children. This seems to indicate that schools are expected to deal with societal issues.

Boards of Education and Superintendents must be fully aware, that while great need exists in providing care and guidance for our youth, the topic is a point of societal conflict, fueled by strong philosophical differences and feelings.

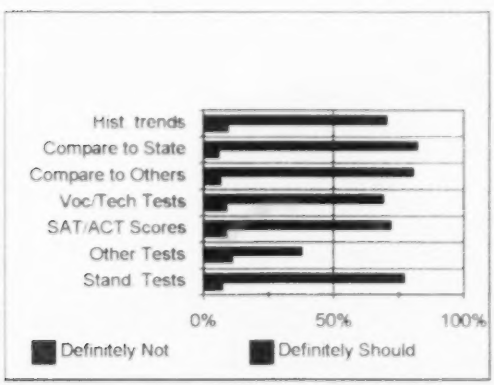

Figure 7: Testing Information.

Findings

Responses clearly indicate rural residents want comparative data — previous students, other schools, state averages, etc.

Conclusions

Boards of Education and Superintendents can readily satisfy their constituents interest in comparative data in a number of ways, however they must emphasize that with very small samples, one or two students can cause a significant shift in percentage figures.

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Therefore, success rates in any of these categories in a single year may be of very limited value. Of greater significance for small schools is the "trend" that is established over a period of years. The ability to chart continuous improvement from a "base" year can be a powerful incentive to develop community support.

Additionally, Boards of Education and their Administration should be exposing residents to various types of new assessment instruments that could more accurately demonstrate student achievement.

Findings

"Average Class Size" leads this category, perhaps as a result of attention from both State and Federal officials. These findings also seem to support the Cornell Study finding that rural schools are interested in many teaching characteristics.

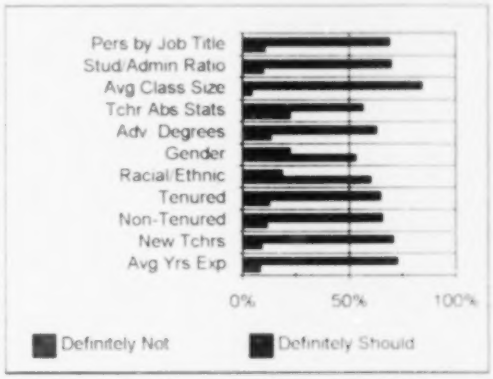


Figure 8 Staffing Characteristics.

Conclusions

It may be convenient to dismiss the lack of interest in characteristics by "Gender" or "Racial/Ethnic" as not being rural issues. However, the strong interest in the remaining indicators should cause Boards of Education and Superintendents to want to determine what precipitates this interest in their particular district. Whether the interest is generated by positive or negative factors should promote different types of responses from the district.

Findings

Program offerings are of high interest to rural residents, with Vocational/Technical Education, as well as Advanced Academic offerings, holding the greatest interest.

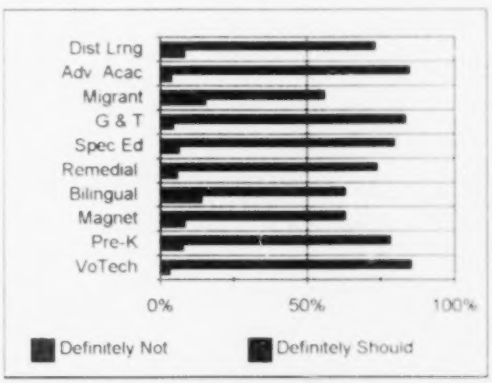


Figure 9 Program Offerings

Conclusions

High interest in the full range of indicators should dictate that Boards of Education and Superintendents be prepared to support program offerings across the full spectrum of both areas of study and age ranges. Given the highest interest (85%) in Vocational Technical Programs, the attempt should be made to seek the means to balance this interest with current demands for increased academic standards.

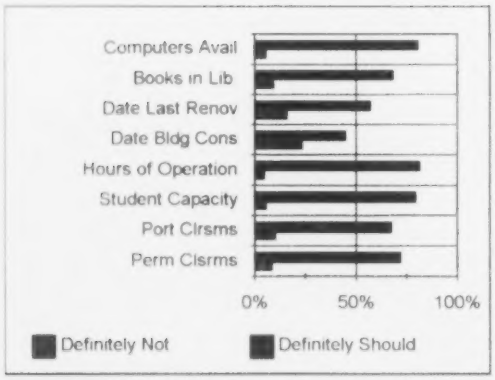


Figure 10. Facilities Information.

Findings

"Hours of Operation", "Computer Availability", and "Student Capacity" appear to be the Facilities Information of greatest interest.

Conclusions

All indicators are of significance, i.e., at the 60% level or higher with the exception of "Date of Building Construction". Rural residents are interested in the space available for education, how the space is being used and/or what's going on. A fair assumption, for the relative lack of interest in the date of construction, could be greater interest in the condition of the facilities as may be indicated by the date of the last renovation. Generally speaking, facilities and their condition are a source of community pride and help define their commitment to their youth.

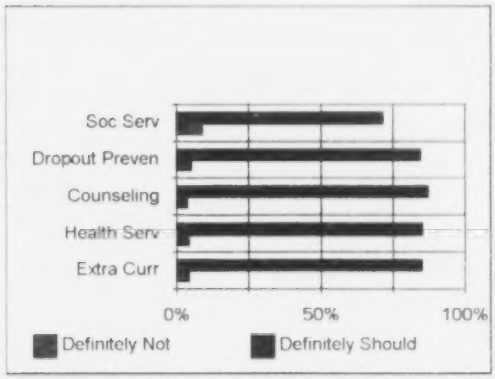


Figure 11. Student Services.

Findings

Uniform and strong interest reflect the fact that most rural schools are the social and civic center of their communities.

Conclusions

Boards of Education and Superintendents must be prepared to accept that greater demands are, and will be, made on schools to provide non-academic services to students. The school's role as "custodian" of the community's young will continue to grow, as Municipal, State and Federal Governments press for interagency collaboration as a means to reduce cost while maintaining effectiveness. Furthermore, the concepts of a single point of contact and the need for many student services in support of instruction is extremely attractive.

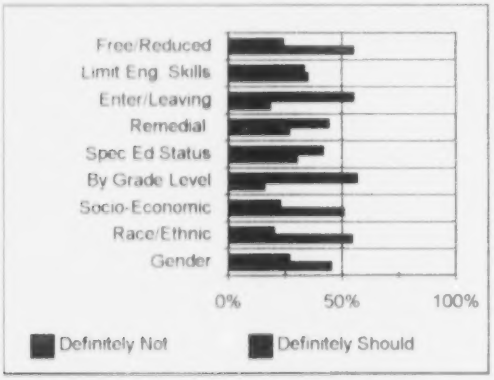


Figure 12. Student Characteristics.

Findings

This category was of least interest to our sample population and produced a majority "Definitely Not" response on five (5) of Nine (9) items.

Conclusions

Small size and a stable, homogeneous population are general characteristics of rural schools. Therefore, the residents know their neighbors and other community members. Since the indicators are not of concern, they are not of interest/significance.

Findings

High interest in Figure 13 is consistent with findings displayed in Figure 6 for "School Safety" and for "School Climate", two areas generally perceived as influenced by attendance, dropouts and suspensions.

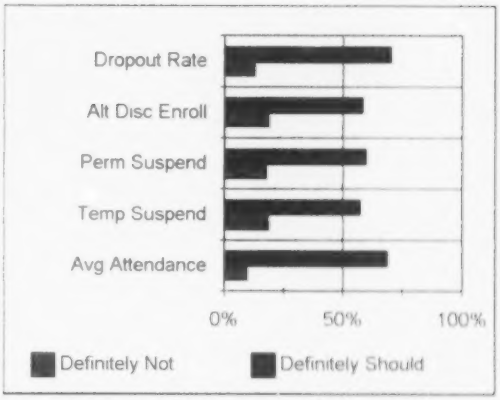


Figure 13: Student Engagement Information

Conclusions

Boards of Education and Superintendents should monitor these indicators as they are the building blocks that play a major role in determining the school environment (Figure 6). It is felt that "School Environment Information" garnered more significant responses, as residents were reacting to conditions that were of concern to them, and to which all students were subjected. Interest in these data were moderated, as their primary focus was on individual students. Their influence on the general student population is secondary.

Findings

The interest "For Instructional Technology" (64%), is inconsistent with Figure 10, which placed interest in "Computers Available" at the 80% level.

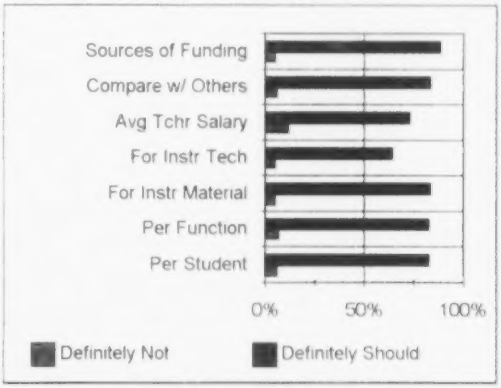


Figure 14: School Finance Information

Conclusions

The funding of our Public Schools is of major interest/concern to rural residents. The visibility of the largest consumer of public funds in most rural communities, and the direct and very personal link to both the school's governance (the Board of Education) and a major source of its revenue (local property taxes), makes the rural school the target of intense scrutiny.

Findings

Over 60% of the survey sample feel strongly that information in nine (9) of ten (10) categories be reported publicly.

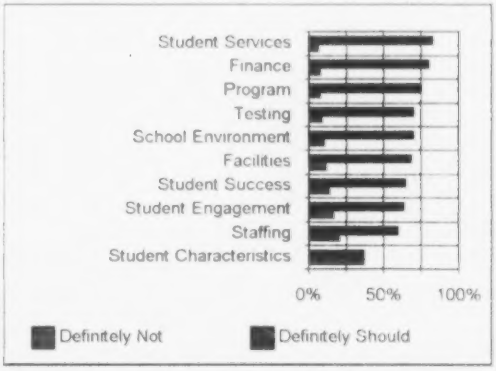


Figure 15: Summary of Responses in Rank Order

Conclusions

Boards of Education and Superintendents must be sensitive to the pressures that are being exerted on the institutions they have been selected to lead. Debate rages as to the mission of our schools, their operations, efficiency, effectiveness, costs, in fact their very need to continue to exist. As extreme as some of the opposition may be or become, the single most important counter balancing factor is an informed constituency. This can no longer be left to chance or others, nor can communication be one-way. Boards and Superintendents must dedicate time and resources to develop ongoing and effective means of keeping their publics informed. They must also become more sensitive to issues and questions about which their publics want, and perhaps need, regarding school information.

Regarding Comments

Space was provided at the end of the survey as follows:

"Please specify any other information that you believe should be reported to parents and the community"

This space was used most often to "vent", however, even a casual reading will provide considerable insight. While comments covered a wide range of topics, and in many cases were school district specific, several items did recur with sufficient regularity to warrant attention. Among those topics were:

	# Districts	# Individual Responses
•General request for additional information	28	166
•Teacher Accountability and salaries	23	91
•Curriculum	20	56
•Administrative staffing and administrative salaries	16	46
•The property tax and taxes in general	17	36
•Discipline and respect	16	36
•The use of drugs, alcohol and tobacco	13	26
•Comments about the survey instrument	13	25
•Safety, communicable disease and head lice	15	24
•Compliments of this acitvity	14	22
•The need for background checks on all school employees	13	22
•Bus/transportation issues	12	19
•Higher standards	11	16

Quality Comments the Committee Wishes to Emphasize

The committee has identified a number of specific comments that they wish to emphasize, as they have significance for most, if not all, districts. These comments call for:

- "Follow-up on graduates to see how their education in high school prepared them for college, careers and jobs."
- "When children's grades drop, parents should be contacted immediately, rather than waiting for report cards."
- "...everything the school does should be made available to the public."
- "How could the community he'p to make the school better?"
- "Get parents in on education. Parents and teachers make it happen. (I'm not a teacher. I'm a parent.)"
- "I think the community should be more informed about what we actually vote on when we vote on the so called budget."
- "Your survey is in an academic language. Most parents have no idea what you are asking here. Reporting to parents should be clear and concise - you need to be more informed of the illiteracy of the client you are informing."
- "Parents and school administrators need as many forms of communication as possible."

We feel that this sampling, underscores the interest and concern that most people have for their schools. Unfortunately, for whatever reasons, a large portion of the population that provided comment, did not feel their needs, and/or those of their children, for service and information were being met. In compiling the complete listing of 623 comments, we were left with a distinct impression that there is an inordinate amount of latent hostility and distrust represented in what is recorded. While this is not found in the comments from each district, it does appear so often, that it should be of concern to all in education.

An initial step toward better communication, could be a public airing of the results of this survey. This suggestion is reinforced by comments such as:

- "I hope this info is made public and not just filed away."
- "To ensure that these are in fact being reviewed, we would like to see the results of this survey".

A list of the comments from local residents will be forwarded to the superintendent of each participating district to be used as they deem appropriate. Given that these comments may be construed to be somewhat confidential, the complete listing from all 29 districts will not be released. If addition information is desired, the Rural Schools Program may to be contacted.

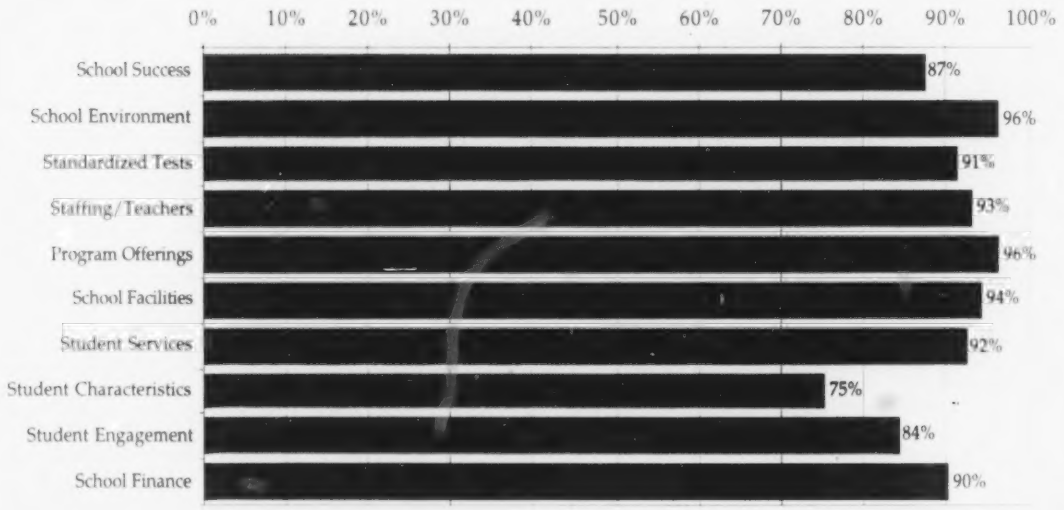
Replication Study

Earlier in this report it was mentioned that a secondary purpose of the survey study undertaken was to attempt a replication of the large scale national study on effective school report cards. An authentic replication of the national study would require that the research design of that study be adopted verbatim in the Rural Schools study. Instrumentation, data gathering methods, systems of analysis and other design details would require exacting duplication.

We attempted to closely mirror the national study but certain resource restrictions prohibited the completion of a statistically defensible replication design. The Rural Schools study did, however, utilize the same information categories and adopted a survey similar to the instrument used in the national study. Dr. Richard M. Jaeger, Principal Investigator of the national report card study, indicated in a telephone discussion that although our study did not meet the design requirements of a true replication, should the study results be similar and closely related to the national study, the comparison could be viewed as "compelling." The comparative study results are displayed in Tables I and II. Tables III and IV are provided for reader convenience. Table III is a side-by-side comparison of responses, and Table IV provides the numerical rank of each category in the two tables.

Table I

National Survey School Information Interest Response



The results of the national survey clearly indicate that the response by parents who have children in school overwhelmingly supports the importance of schools reporting all ten categories of information. Seven of the ten categories exceeded a ninety percent positive response. One of the categories, Student Characteristics, received a response of less than eighty percent (75%) and was the lowest response category in the survey. It is important to note this statistic since the analysis of the Rural Schools survey results which follow will mirror the results of the national survey. For reasons which may only be speculated upon, both the national survey and Rural Schools survey resulted in the lowest percent positive response recorded for the category Student Characteristics. Elements of school information such as the proportion of students who are male or female, the proportion of students ethnicity and enrollment by grade were deemed as not important in both studies.

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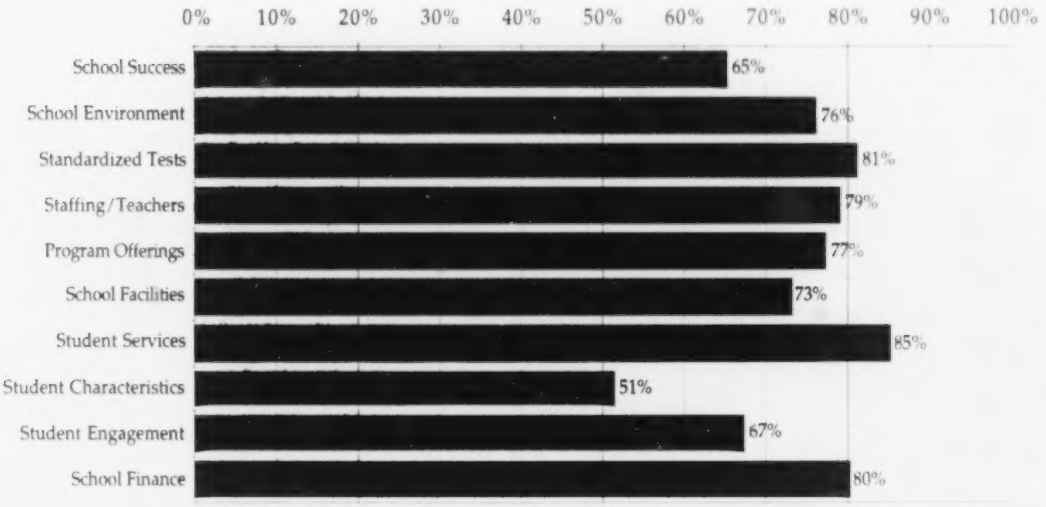
Table II

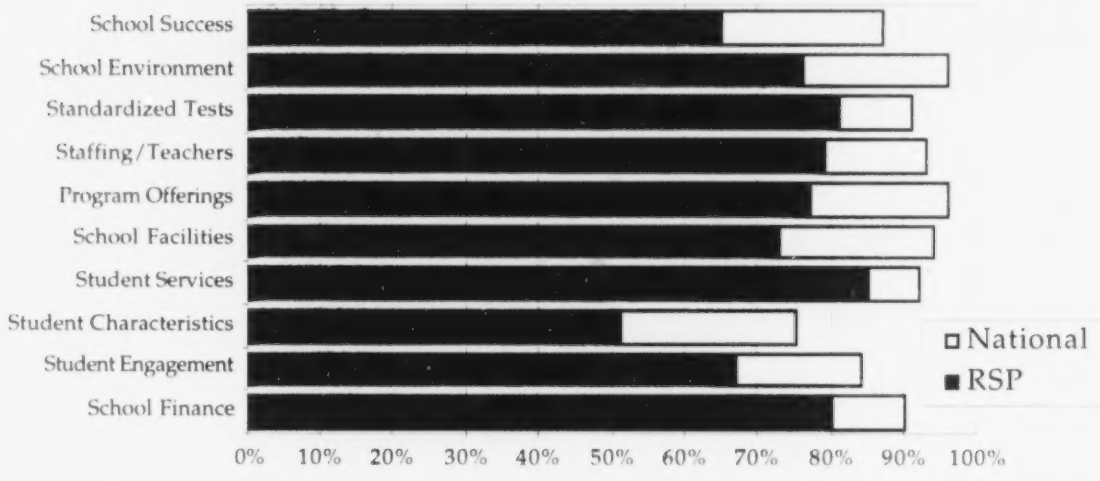
Rural Schools Program Survey School Information Interest Response



The results of the Rural Schools survey indicate that the respondents support the importance of schools reporting on nine of the ten categories of information. All nine categories were reported at a positive response of sixty-five percent and above. The range of response was from sixty-five to eighty-five percent representing a positive perception that nine of the ten categories of school information definitely should be reported to the community. It is interesting to note that the category, Student Characteristics, as in the national study, received the lowest positive response. It may be speculated the indicators which make up this category, such as race, ethnicity, limited English-speaking skills, etc., may not be perceived as important per se since the student populations of most rural schools may not include high numbers of students with these characteristics.

Table III

"At a Glance" Comparison of Interest Responses



A comparison of the results of the national study and the Rural Schools study merits a final observation. Although a statistical replication of the national study must be ruled out, it is significant that the results of the Rural School study mirrored the findings in the national study. In the words of Dr. Richard Jaeger, the comparative results were "compelling."

Errata

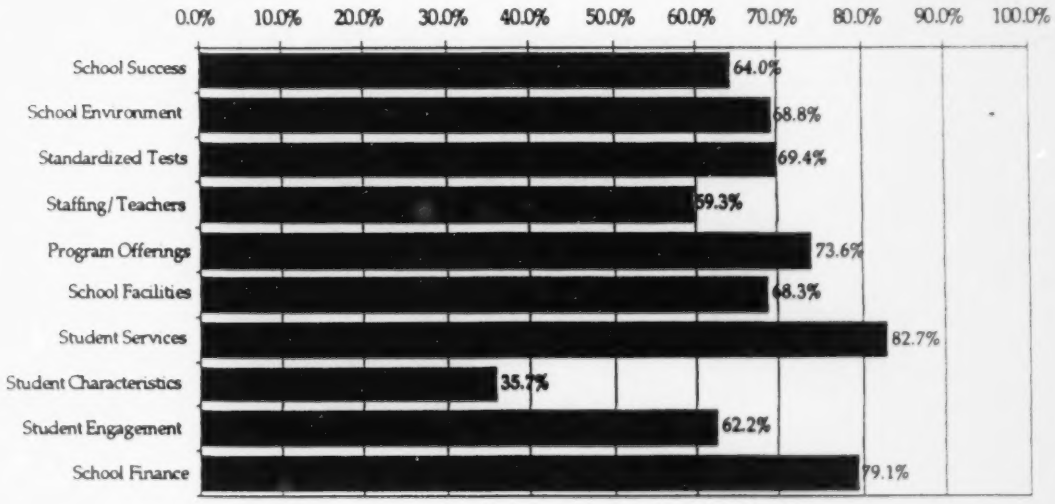
Figures used in the compilation of Table II, page 14 were inaccurate. In turn Tables III and IV, pages 14 and 15, which are in part based upon Table II, reflect the same inaccuracy.

FORTUNATELY, this compounded error DOES NOT effect the study's Findings, Conclusions, or Recommendations.

The CORRECTED Tables and Accompanying Narrative are reproduced below.

Table II

Rural Schools Program Survey School Information Interest Response



The results of the Rural Schools survey indicate that the respondents support the importance of schools reporting on nine of the ten categories of information. All nine categories were reported at a positive response of fifty-nine percent and above. The range of response was from fifty-nine to eighty-three percent representing a positive perception that nine of the ten categories of school information definitely should be reported to the community. It is interesting to note that the category, Student Characteristics, as in the national study, received the lowest positive response. It may be speculated the indicators which make up this category, such as race, ethnicity, limited English-speaking skills, etc., may not be perceived as important per se since the student populations of most rural schools may not include high numbers of students with these characteristics.

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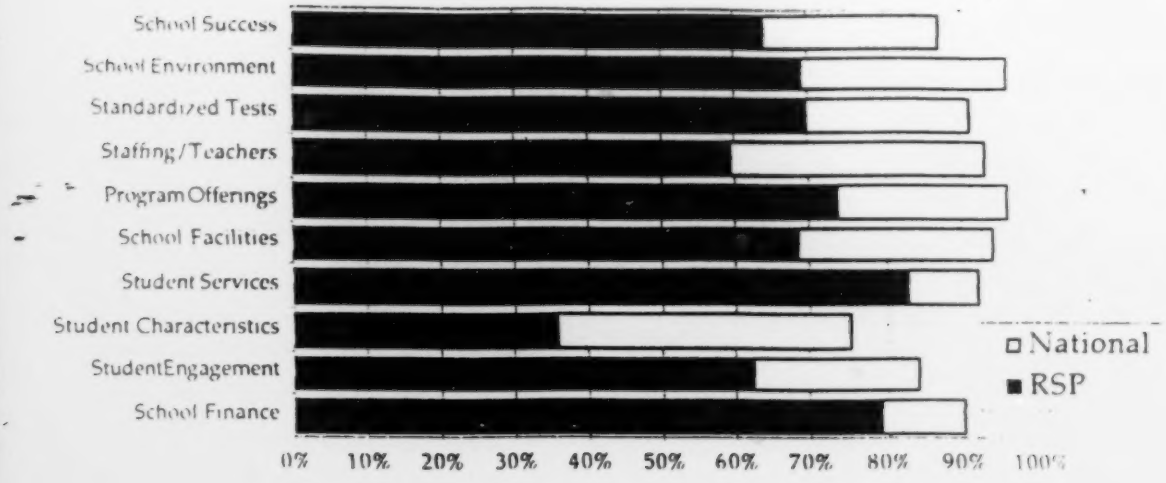

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Table IV

Numerical Ranking of Ten Interest Categories by Study

Category	National Survey	RSP Survey
School Success	8	7
School Environment	1 (tie)	5
Standardized Tests	6	4
Staffing Teachers	4	9
Program Offerings	1 (tie)	3
School Facilities	3	6
Student Services	5	1
Student Characteristics	10	10
Student Engagement	9	8
School Finance	7	2

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Table IV

Numerical Ranking of Ten Interest Categories by Study

Category	National Survey	RSP Survey
School Success	8	9
School Environment	1 (tie)	6
Standardized Tests	6	2
Staffing/Teachers	4	4
Program Offerings	1 (tie)	5
School Facilities	3	7
Student Services	5	1
Student Characteristics	10	10
Student Engagement	9	8
School Finance	7	3

Cross Comparative Composite

A brief comparative analysis was made to compare the results of the Rural Schools report card survey, the Phase I study of the New York State Board of Regents' Study of School District Organizational Change, and the Phase II study conducted by Cornell University which was structured around a number of questions including: "How does the public judge the quality of its schools?" It was felt that a comparative composite of all three studies could provide school boards and school professionals a rich body of knowledge to consider when deciding the makeup and details of future school reporting to their respective communities.

The State Education Department used the following set of objective, qualitative criteria for judging school quality in its Phase I Study of Organizational Change:

1. **Physical Factors**: includes percent of classrooms being used; pupils-to-classroom ratio.

2. **Teaching Environment:** includes class size; certification of teachers; number of classes teachers must prepare for each day; experience level of teachers; teacher-to-pupil ratio; teacher turnover rate.

3. **Educational Offerings**: includes number of and kinds of courses offered, including elective courses and advanced placement courses; percent of courses offered at only one time during the day.

4. **Educational Results:** includes drop-out rate; percent graduating with Regents' diploma; percent scoring above average on achievement tests; percent passing Regents' exams; percent going on to college.

5. **Administrative Overhead**: includes principal-to-teacher ratio; percent of budget allocated for administration.

6. **Expenditures:** includes per pupil expenditures for such things as classes; teacher salaries and fringe benefits; administration; transportation; and school plant operation and maintenance.

7. **Tax Burdens:** includes, for example, school tax rate in relation to community wealth.

The Phase II study conducted by Cornell University studied twenty schools in which they convened focus groups to conduct group interviews. They also conducted telephone interviews with other community members. This approach permitted them to, "chart the criteria used by citizens when judging school quality and to compare those used by the state." As a result of this initiative, the Cornell team identified the following eight school quality criteria:

1. **Personalism**: includes thinking about and making comments within an individual's personal experience with one's current district or with a district from the past - sometimes from their own childhood.

2. **Subjectivity**: includes mostly a discussion of teachers, the important relationship that teachers were able to establish with students, teachers personality and the quality of their interaction with students, teachers who are caring, sensitive and available to students and parents.

3. **Diversity**: includes insistence that student differences by respected, schools must serve many kinds of students with diverse needs and abilities and adults and must do so equitably.

4. **Achievement:** includes the importance of stressing educational outcomes, the importance of measures such as student success, college-going rates, Regents exam results, PEP scores, etc.

5. **Community:** includes judging a school by the quality of its relationship with parents and other community residents, listening to parent and community input.

6. **Discipline:** includes safety of students, creating of classes making schools a part of a wonderful place to live and bring up children.

7. **Money:** includes attention to school taxes and tax bills, costs of teacher and administrator salaries.

8. **Extracurriculum**: includes schools too heavily focused on academic matters, offering a wide variety of student activities.

It is important to note that the criteria identified in the Phase II study conducted by Cornell are highly subjective in terms of measurement and therefore, could only be reported in terms of a quantitative, narrative-like report card to the community. The state's Phase I criteria, on the other hand, are relatively objective in nature and could be reported in a qualitative manner with numerical levels of acceptance reported in a community report card. Comparatively speaking, the criteria in both the national report card study and the Rural Schools study are qualitative in nature.

The Cornell Phase II report concluded that if the state seeks to secure the support of local citizens in the process of organizational change, the criteria the state uses must reflect the criteria that the community uses when it judges the quality of its schools. In addition, they contended that both state and local levels of governance contribute unique data and perspectives on school quality. The potential for learning is more likely when these two information systems are combined. And finally, responding to particular conditions are best determined on the basis of a blending of a variety of data sources and data levels that takes full account of the more intimate details of a district's context.

The comparative composite of the various studies analyzed in this section of the report seem to lead to an obvious conclusion. Reporting the results of a school's activity to the community is a complex matter. It appears that people are interested in subjective as well as objective information about their schools. Both quantitative and qualitative data are considered important information sources in a school report card. School boards and administrative staff should learn an important lesson from this finding. Do not underestimate or devalue the importance of a wide variety of information about schools deemed important by members of the school community.

Recommendations

Nancy Walser, author of the book Guidebooks: A Growing Market for School Data, suggests that, "Parents don't want just test scores. They want to know what the atmosphere is like, what the teaching is like,...and how good is the principal." Contemporary, conventional wisdom, backed up by the results of research, strongly suggests that people are demanding and expect to receive information about their schools. Based on this assumption and the results of this study, the following recommendations are made to assist schools in making decisions regarding this important issue.

As practitioners this committee endorses the concept that districts be afforded the latitude to operate their schools in an interest as determined by the local residents, so long as that interest is within the laws and regulations of the state. We also realize that determining the public will is a difficult, contentious, and never ending task. Therefore, our recommendations are "procedural" in nature.

We suggest *(recommend)* that:

- School/community communications be established as a district priority
  - -Should be ongoing
  - -Resources should be dedicated---time/staff/money
  - -Responsibility should be assigned
- Input should be solicited from the full range of school clients and publics
- All current policy, practices, and procedures should be reviewed
- All aspects should be regularly evaluated for establishing priority topics/concerns and effectiveness.

As part of this process, we urge that boards of education and superintendents review Figures 1 - 15 and the accompanying "Findings" and "Conclusions" for relevance to your school district and particular circumstance.

Whether by design or chance, information will always be transferred. Our task is to provide the means to insure its accuracy, timeliness, and to be able to react to the result(s) of its impact. Perhaps the wisdom contained in the Legislative Intent of New York's Open Meeting Law can provide guidance:

"It is essential to the maintenance of a Democratic society that the public business be performed in an open and public manner and that the citizens of this state be fully aware of and able to observe the performance of public officials and attend and listen to the deliberations and decisions that go into the making of public policy. The people must be able to remain informed if they are to retain control over those who are their public servants. It is the only climate under which the commonweal will prosper and enable governmental process to operate for the benefit of those created it."

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Appendix

A. Correspondence

A1. Initial letter of inquiry

A2. Follow-up to Informational Meeting

A3. Suggested Letter to Community Members

A4. Format for phone conservation with participating Superintendents

A5. Progress letter - 1

A6. Progress letter - 2

B. Listing of participants and information on responses

C. Tabulation of Results -- Note: No data is provided for any district with less than 10 responses, i.e. data is provided for 26 of 29 districts.

D. Survey Questionnaire

E. Indicators of Importance

E1. Listing of categories as they appear on questionnaire and in report

E2. Rank Order of importance as determined by findings

F. Listing of 623 Written Comments recorded on survey questionnaire by school district of origin.

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RSP Research project
Letter to 40 randomly selected School Superintendents

Dear _____

We need your help.

With all of the emphasis that is being placed on school accountability and the need to report to our publics, the RSP Research Committee poses the question: "Is the information that is being transmitted what **rural** residents want and need to know about their schools?" In an attempt to answer this question, Dr. Frank Ambrosie, Research Committee Chair, developed a survey instrument which, with the assistance of Superintendent David Smith, was field tested in the Southern Cayuga Central School District. The results of the initial survey are both interesting and revealing.

We are now seeking to administer this survey on a statewide basis. Using the sampling procedure described in the enclosure, your district was randomly selected as one to be canvassed. If our findings are to have validity-----be defensible----we need your cooperation. Since we wish to make this as simple for you and your staff as it practical, we will provide you with a) survey forms for all of your district residents, b) an analysis of the responses from your individual district and c) an analysis of the statewide sample. In exchange we ask that you distribute the survey forms (perhaps with your school newsletter) and return the responses to us.

Since we anticipate that there will be questions, we are arranging to have a general information session:

Friday, December 12, 1997 - 10:30 thru lunch
Onondaga-Cortland-Madison BOCES
North Thompson Rd., Syracuse (Directions enclosed)

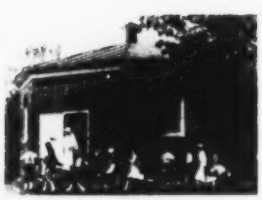
We will contact those who are unable to attend and provide materials and a synopsis of what took place.

Please use the enclosed post card to RSVP.

Should you have questions, concerns or desire clarification, be free to call me at 607-255-8056. And, please make a special effort to be a part of this important work.

Sincerely,

Michael Joseph, Jr.
Executive Director



Michael Joseph, Jr., Executive Director
Harvey Kaufman, Associate Director
Frances J. Dexheimer, Office Manager

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Facsimile: 607 255-7905

RE: RSP Survey on School Report Card Information

Dear _____

Thank you for the interest in the RSP Research Committee's survey on School Report Card Content. Since you were unable to attend Friday's information meeting we are forwarding the agenda and handouts that were reviewed, namely:

--List of 40 Randomly Selected School Districts
--Rough Copy of Actual Survey
--Sampling of Analysis of information from Southern Cayuga Pilot Project
--Project Time Table

We are also enclosing a draft of a letter which you may wish to use to introduce the project to your constituents. Those attending our meeting felt this could be used with the local media or in the school newsletter.

It was determined that since situations among the 40 districts varied greatly, the manner by which surveys are distributed would be left for each district to decide. We would however stress the importance of making the survey available to each resident (not just parents). Completed surveys would then to be returned the locations you designate, so that a single package could be compiled and forward to:

The Rural Schools Program
114 Kennedy Hall
Cornell University
Ithaca, NY 14853

Frank Ambrosie, David Smith, Harvey Kaufman, or I will call to discuss the project with you, and respond to any questions. At that time we will want to know the number of surveys that will be needed for your district residents.

Again, our thanks for your willingness to be involved in this project.

Sincerely,

Michael Joseph, Jr.
Executive Director

Michael Joseph, Jr., Executive Director
Harvey Kaufman, Associate Director
Frances J. Dexheimer, Office Manager

Appendix A2:

Dear Residents/Friends/Citizens/?,

(Our) (The_____) school district has been randomly selected by the Rural Schools Program (RSP) to participate in a statewide survey to determine what rural residents want to know about their schools. Various studies seem to indicate that factors emphasized by state education departments are not necessarily the type information that rural residents wish to be provided or feel are important.

RSP, an organization housed at Cornell University, is surveying 40 schools, located in rural counties from across the state, to determine what is of interest to their citizens. This information will then be analyzed for each school district and for the entire 40 school sample. A final report will be provided to each participating school district in late summer.

We ask that you take a few minutes to complete a survey and return it to **(designated location)**---------- so that we may forward them to **RSP by March 1, 1998.** The information you provide could be of valuable in our efforts to communicate with you.

Thank you for your interest.

Sincerely,

CORNELL
UNIVERSITY

College of Agriculture and Life Sciences

Rural Schools Program
Department of Education
Kennedy Hall
Ithaca, New York 14853-4203

Telephone: 607 255-8056
607 255-7756
607 255-8709
Facsimile: 607 255-7905

Phone Interview Sheet for Discussion with Participating School Superintendent

What we are doing---see letter of introduction

They will get---1. enough surveys for all district residents
2. analysis of responses from their district and that of the total statewide sample for comparison

They are asked to --- 1. Distribute surveys to all district residents
2. Collect completed surveys and return them to RSP in a single mailing

At this time we need:

1. Number of Surveys for their District?_____
2. A statement outlining the method used in distributing the surveys
3. Do they have any questions?

Michael Joseph, Jr., Executive Director
Harvey Kaufman, Associate Director
Frances J. Dexheimer, Office Manager

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Facsimile: 607 255-7905

Re: RSP Survey Project

Dear _____

We just wanted to touch base with you relative to our survey on "Indicators of School District Conditions and Performance". We have heard from several of you, and in fact received our first completed survey form (mailed directly to us) earlier this week. We appreciate the extra effort that all of you have invested, and anticipate that the results will be useful to your individual district, and in our discussions with state policy makers.

Recent conversation with our Research Committee Chair, Frank Ambrosie, reinforce our projected time table. We hope to have your completed surveys by the first week in March, and again ask that they be sent in a single mailing to: **Rural Schools Program, 114 Kennedy Hall, Cornell University, Ithaca, NY 14853.**

In planning for the annual RSP conference that will be held July 12-14, 1998, we have included a general session for Frank to review project findings to that time. We do not anticipate a final report until late summer or early fall, and at that time you will each be provided with over all findings as well as specific information on your individual district.

Again, our thanks for your assistance. Please contact us if you have questions or concerns.

Sincerely,

Michael Joseph, Jr.
Executive Director

Michael Joseph, Jr., Executive Director
Harvey Kaufman, Associate Director
Frances J. Dexheimer, Office Manager

Appendix A5:

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College of Agriculture and Life Sciences

Rural Schools Program
Department of Education
Kennedy Hall
Ithaca, New York 14853-4203

Telephone: 607 255-8056
607 255-7756
607 255-8709
Facsimile: 607 255-7905

Re: Preliminary Report on RSP
Survey Project

Dear_____

Its been several months since we last corresponded with you regarding the survey on "Indicators of School District Conditions and Performance", and want you to know that your efforts have generated some interesting and important information. We originally contacted 40, randomly selected school districts in the hope that we would realize 30 active participants. We are pleased to report that 29 districts promoted the project. The data which was generated is voluminous, and we are in the process of compiling the final report.

Yesterday, we met with Research Committee Chair, Frank Ambrosie and David Smith, Superintendent, Southern Cayuga Central School where the pilot survey was conducted . Frank is the principal author of this project, and David has done considerable work in preparing data for display. We agreed that the RSP report would take the form of a comparison of our results with those of a national study on school report cards, and two studies conducted in New York State on related issues. In addition the committee would report "Conclusions" based upon their interpretation of the data, and the final portion of the report would be "Recommendations".

A **preliminary report** will be made at the RSP Annual Conference, **Tuesday, July 14, beginning at 8:30 a.m., at the Otesaga Hotel, Cooperstown** (see the enclosed conference outline). Conference registration materials were forwarded to you May 1, however, if you are unable to participate in the full conference and are able to drive in for this session, only, please be free to do so.

Again, our thanks for your support.

Sincerely,
Michael Joseph, Jr.
Executive Director

BEST COPY AVAILABLE

Michael Joseph, Jr., Executive Director
Harvey Kaufman, Associate Director
Frances I. Dexheimer, Office Manager

School Districts Randomly Selected for Survey---

Code	Districts		Response	Number of Comments	%age with Comments
001	Addison	yes	104	50	.480
002	Adirondack	yes	34	14	.411
003	Afton	yes	41	7	.170
004	Allegany-Limestone	yes	110	43	.390
005	Avon	yes	93	41	.440
006	Bath	yes	26	13	.500
007	Camden	yes	129	54	.418
008	Colton-Pierrepont	yes	18	8	.444
**009	Cortland	yes	8	3	.375
**012	Falconer	yes	8	5	.625
013	Gloversville	yes	295	46	.155
014	Granville	yes	51	30	.588
015	Hammondsport	yes	135	45	.333
017	Hartford	yes	65	17	.261
018	Heuvelton	yes	70	18	.257
**019	Newcomb	yes	4	1	.250
020	Jasper-Troupsburg	yes	61	20	.327
021	Jeff'ville-Youngsvil.	yes	27	9	.333
022	McGraw	yes	26	8	.307
023	Marion	yes	33	14	.424
024	Moravia	yes	48	25	.520
025	Newark Valley	yes	105	44	.419
026	Perry	yes	25	9	.360
027	Poland	yes	44	14	.318
028	Schenevus	yes	24	8	.333
029	Sidney	yes	167	40	.239
031	South Seneca	yes	25	23	.920
032	Unadilla	yes	21	7	.333
033	Westport	yes	30	7	.233
			1827	623	.340

69,000 Survey forms were distributed to the adult residents of these 29 school districts.

**Insufficient responses were received from these districts to allow for meaningful data analysis

Appendix C:

This Appendix contains a representation of the survey responses by school district. It reflects a percentage of those responding affirmatively to the survey questions.
The first three columns identify the section of the survey, the survey question number and an abbreviated identification of the question. The fourth column (labeled RSP) is the total percentage response of all who responded to the survey. The remaining columns are the responses of the actual school districts.

	Answered Yes	RSP	Dist.1	Dist. 2	Dist. 3	Dist. 4	Dist. 5	Dist. 6	Dist. 7	Dist. 8
A	4.1 Child	64%	41%	68%	63%	57%	53%	61%	50%	78%
A	4.2 Other Parents	51%	26%	56%	49%	51%	53%	64%	42%	61%
A	4.3 Teacher(s)	51%	20%	53%	44%	35%	42%	18%	36%	91%
A	4.4 Principal	33%	16%	41%	44%	24%	27%	18%	24%	56%
A	5.1 District Office	29%	26%	29%	32%	27%	27%	25%	21%	78%
A	5.2 Newsletter	73%	41%	79%	93%	87%	91%	86%	27%	94%
A	5.3 Media	61%	65%	56%	61%	68%	47%	79%	81%	61%
A	5.4 Neighbors	47%	52%	41%	59%	52%	53%	46%	47%	44%
	Definitely Should									
B	1 Regents Diplomas	81%	81%	85%	88%	84%	93%	96%	81%	78%
B	2 Pass by Subj	79%	76%	68%	85%	76%	84%	89%	77%	94%
B	3 Students Retained	55%	56%	29%	46%	56%	62%	75%	69%	33%
B	4 Post HS Plans	53%	58%	50%	66%	47%	52%	57%	69%	72%
B	5 AP Exams	61%	66%	53%	73%	61%	75%	79%	55%	83%
B	6 Phys. Fit. Results	47%	52%	44%	46%	41%	50%	61%	44%	44%
B	7 Honors Rec'd	85%	86%	91%	90%	80%	83%	79%	81%	100%
B	8 Grade Distrib.	58%	56%	47%	61%	51%	58%	86%	51%	67%
B	9 % Inclusion	57%	58%	38%	61%	57%	59%	75%	53%	61%
C	1 Volunteer Prog	70%	69%	71%	76%	62%	70%	68%	66%	67%
C	2 After-school Care	73%	69%	56%	71%	73%	74%	61%	64%	83%
C	3 PTO Involvement	54%	58%	62%	42%	45%	58%	54%	50%	50%
C	4 Partnerships, Grants	70%	71%	71%	59%	58%	70%	61%	65%	89%
C	5 School Climate	79%	80%	82%	76%	79%	81%	86%	76%	78%
C	6 School Safety	87%	79%	79%	85%	85%	82%	79%	88%	95%
C	7 Teen Pregnancy	54%	57%	41%	51%	57%	48%	57%	60%	45%
C	8 Fundraising	64%	60%	68%	61%	55%	53%	54%	61%	78%
D	1 Stand. Tests	77%	77%	68%	85%	76%	76%	86%	75%	83%
D	2 Other Tests	37%	40%	29%	41%	33%	30%	57%	33%	22%
D	3 SAT/ACT Scores	71%	67%	65%	73%	76%	76%	86%	63%	56%
D	4 Voc/Tech Tests	69%	68%	62%	68%	68%	76%	86%	58%	68%
D	5 Compare to Others	80%	80%	68%	88%	81%	80%	86%	74%	89%
D	6 Compare to State	82%	81%	74%	93%	84%	80%	89%	79%	100%
D	7 Hist. trends	70%	70%	53%	76%	70%	68%	79%	61%	89%
E	1 Avg Yrs Exp	72%	67%	79%	68%	73%	75%	75%	63%	72%
E	2 New Tchrs	70%	66%	77%	70%	71%	73%	79%	66%	72%

Appendix C:

	Definitely Should	RSP	Dist.1	Dist. 2	Dist. 3	Dist. 4	Dist. 5	Dist. 6	Dist. 7	Dist. 8
E	3 Non-Tenured	65%	59%	68%	61%	64%	70%	75%	64%	61%
E	4 Tenured	64%	64%	68%	59%	65%	67%	75%	61%	67%
E	5 Racial/Ethnic	18%	19%	6%	7%	17%	19%	21%	10%	28%
E	6 Gender	22%	23%	12%	10%	22%	27%	18%	16%	33%
E	7 Adv. Degrees	62%	66%	65%	66%	62%	74%	75%	58%	83%
E	8 Tchr Abs Stats	56%	62%	38%	42%	58%	62%	68%	56%	56%
E	9 Avg Class Size	84%	84%	79%	76%	82%	84%	100%	88%	83%
E	10 Stud/Admin Ratio	70%	69%	68%	66%	73%	73%	86%	71%	72%
E	11 Pers by Job Title	69%	68%	62%	63%	69%	67%	75%	69%	68%
F	1 VoTech	85%	85%	76%	88%	83%	92%	79%	81%	94%
F	2 Pre-K	78%	71%	76%	76%	75%	82%	61%	67%	89%
F	3 Magnet	63%	50%	56%	56%	65%	79%	50%	57%	72%
F	4 Bilingual	63%	58%	59%	61%	60%	77%	50%	54%	78%
F	5 Remedial	73%	71%	71%	76%	75%	85%	64%	76%	78%
F	6 Spec Ed	79%	75%	79%	83%	70%	85%	64%	69%	83%
F	7 G & T	83%	79%	74%	85%	80%	86%	79%	78%	89%
F	8 Migrant	55%	47%	44%	56%	53%	57%	50%	43%	67%
F	9 Adv. Acac	84%	85%	71%	88%	82%	89%	86%	78%	95%
F	10 Dist Lrng	73%	73%	68%	66%	68%	69%	61%	60%	83%
G	1 Perm Clsrms	72%	65%	68%	66%	72%	71%	89%	75%	78%
G	2 Port Clrsms	66%	58%	59%	61%	66%	68%	82%	69%	67%
G	3 Student Capacity	79%	71%	82%	78%	82%	84%	89%	82%	83%
G	4 Hours of Operation	81%	83%	77%	81%	73%	76%	89%	78%	78%
G	5 Date Bldg Cons	44%	36%	59%	41%	46%	47%	47%	41%	39%
G	6 Date Last Renov	56%	45%	68%	51%	61%	62%	57%	56%	50%
G	7 Books in Lib.	68%	64%	53%	73%	71%	76%	79%	60%	67%
G	8 Computers Avail	80%	73%	65%	83%	79%	86%	89%	77%	83%
H	1 Extra Curr	85%	80%	82%	90%	82%	83%	93%	76%	94%
H	2 Health Serv	85%	78%	74%	93%	86%	86%	89%	79%	89%
H	3 Counseling	87%	81%	74%	93%	88%	85%	86%	78%	100%
H	4 Dropout Preven	84%	83%	53%	85%	82%	85%	82%	76%	94%
H	5 Soc Serv	71%	68%	53%	68%	64%	74%	64%	65%	78%
I	1 Gender	26%	30%	18%	17%	25%	28%	29%	23%	22%
I	2 Race/Ethnic	20%	20%	3%	12%	22%	23%	18%	15%	6%
I	3 Socio-Economic	22%	25%	6%	17%	23%	23%	18%	22%	17%
I	4 By Grade Level	56%	61%	59%	61%	58%	62%	79%	52%	56%
I	5 Spec Ed Status	41%	46%	29%	34%	40%	42%	54%	40%	39%
I	6 Remedial	44%	50%	35%	29%	44%	46%	54%	47%	39%
I	7 Enter/Leaving	55%	60%	44%	56%	53%	59%	64%	57%	56%
I	8 Limit Eng. Skills	33%	35%	29%	29%	29%	37%	36%	37%	17%
I	9 Free/Reduced	24%	28%	12%	22%	23%	20%	25%	31%	6%
J	1 Avg Attendance	68%	78%	59%	59%	67%	71%	72%	98%	56%
J	2 Temp Suspend	57%	62%	47%	51%	55%	70%	54%	62%	33%

Appendix C:

	Definitely Should	RSP	Dist.1	Dist. 2	Dist. 3	Dist. 4	Dist. 5	Dist. 6	Dist. 7	Dist. 8
J	3 Perm Suspend	59%	62%	47%	51%	59%	72%	57%	65%	44%
J	4 Alt Disc Enroll	57%	62%	52%	46%	55%	67%	50%	64%	45%
J	5 Dropout Rate	70%	78%	62%	68%	72%	73%	75%	77%	61%
K	1 Per Student	82%	86%	85%	73%	86%	84%	86%	86%	94%
K	2 Per Function	82%	86%	74%	75%	89%	86%	89%	83%	89%
K	3 For Instr Material	83%	83%	85%	81%	88%	83%	86%	84%	78%
K	4 For Instr Tech	64%	88%	82%	71%	89%	85%	96%	83%	83%
K	5 Avg Tchr Salary	72%	74%	62%	41%	81%	77%	86%	75%	72%
K	6 Compare w/ Others	83%	86%	82%	84%	87%	84%	93%	85%	94%
K	7 Sources of Funding	88%	92%	85%	85%	91%	85%	93%	88%	95%

	Answered Yes	RSP	Dist. 13	Dist. 14	Dist.15	Dist.17	Dist.18	Dist. 20	Dist.21	Dist. 23
A	4.1 Child	64%	83%	44%	90%	60%	79%	46%	44%	59%
A	4.2 Other Parents	51%	55%	36%	71%	49%	63%	31%	48%	56%
A	4.3 Teacher(s)	51%	76%	28%	78%	43%	62%	36%	37%	38%
A	4.4 Principal	33%	58%	18%	44%	25%	32%	20%	26%	25%
A	5.1 District Office	29%	35%	22%	32%	32%	37%	23%	33%	31%
A	5.2 Newsletter	73%	74%	26%	79%	83%	78%	87%	85%	97%
A	5.3 Media	61%	57%	62%	74%	48%	58%	57%	56%	41%
A	5.4 Neighbors	47%	39%	60%	47%	52%	49%	43%	67%	44%
	Definitely Should									
B	1 Regents Diplomas	81%	70%	86%	76%	74%	75%	77%	93%	88%
B	2 Pass by Subj	79%	72%	78%	83%	77%	80%	74%	85%	84%
B	3 Students Retained	55%	49%	58%	55%	55%	51%	41%	59%	56%
B	4 Post HS Plans	53%	45%	66%	54%	51%	55%	59%	63%	44%
B	5 AP Exams	61%	51%	58%	58%	57%	51%	61%	74%	69%
B	6 Phys. Fit. Results	47%	48%	54%	50%	54%	39%	30%	48%	31%
B	7 Honors Rec'd	85%	79%	72%	90%	85%	87%	87%	100%	84%
B	8 Grade Distrib.	58%	54%	60%	61%	51%	55%	46%	59%	56%
B	9 % Inclusion	57%	52%	66%	59%	62%	51%	39%	70%	56%
C	1 Volunteer Prog	70%	70%	70%	74%	75%	65%	54%	85%	72%
C	2 After-school Care	73%	81%	68%	78%	72%	72%	62%	82%	53%
C	3 PTO Involvement	54%	63%	50%	55%	54%	49%	52%	74%	50%
C	4 Partnerships, Grants	70%	70%	70%	77%	69%	72%	59%	70%	59%
C	5 School Climate	79%	77%	78%	84%	77%	75%	72%	85%	75%
C	6 School Safety	87%	88%	84%	92%	89%	87%	76%	85%	88%
C	7 Teen Pregnancy	54%	52%	56%	57%	43%	46%	44%	56%	44%
C	8 Fundraising	64%	72%	52%	72%	63%	59%	53%	59%	63%
D	1 Stand. Tests	77%	73%	80%	80%	75%	68%	69%	78%	81%
D	2 Other Tests	37%	45%	36%	40%	42%	30%	36%	59%	31%
D	3 SAT/ACT Scores	71%	66%	70%	75%	68%	68%	64%	78%	56%
D	4 Voc/Tech Tests	69%	64%	62%	71%	69%	65%	59%	78%	47%
D	5 Compare to Others	80%	71%	84%	83%	75%	82%	77%	93%	88%

Appendix C:

	Definitely Should	RSP	Dist. 13	Dist. 14	Dist.15	Dist.17	Dist.18	Dist. 20	Dist.21	Dist. 23
D	6 Compare to State	82%	74%	86%	82%	79%	79%	82%	93%	84%
D	7 Hist. trends	70%	61%	72%	74%	63%	72%	67%	89%	81%
E	1 Avg Yrs Exp	72%	70%	82%	76%	77%	73%	67%	78%	75%
E	2 New Tchrs	70%	64%	72%	78%	75%	72%	72%	82%	78%
E	3 Non-Tenured	65%	58%	70%	64%	69%	68%	62%	78%	69%
E	4 Tenured	64%	52%	66%	60%	69%	66%	67%	74%	81%
E	5 Racial/Ethnic	18%	21%	14%	16%	19%	14%	18%	41%	22%
E	6 Gender	22%	24%	18%	21%	22%	23%	16%	44%	25%
E	7 Adv. Degrees	62%	51%	64%	55%	69%	55%	57%	82%	69%
E	8 Tchr Abs Stats	56%	51%	70%	47%	58%	51%	61%	74%	59%
E	9 Avg Class Size	84%	77%	82%	83%	79%	80%	85%	93%	84%
E	10 Stud/Admin Ratio	70%	59%	76%	66%	71%	65%	61%	85%	72%
E	11 Pers by Job Title	69%	59%	72%	65%	74%	65%	72%	78%	84%
F	1 VoTech	85%	81%	84%	84%	86%	86%	82%	96%	84%
F	2 Pre-K	78%	84%	74%	83%	88%	79%	75%	89%	59%
F	3 Magnet	63%	65%	58%	69%	60%	56%	48%	70%	50%
F	4 Bilingual	63%	67%	56%	66%	65%	63%	46%	67%	50%
F	5 Remedial	73%	80%	76%	78%	82%	79%	77%	89%	72%
F	6 Spec Ed	79%	81%	74%	84%	77%	77%	72%	93%	72%
F	7 G & T	83%	83%	78%	86%	83%	79%	80%	93%	81%
F	8 Migrant	55%	60%	54%	63%	54%	49%	46%	74%	56%
F	9 Adv. Acac	84%	81%	80%	86%	77%	82%	84%	89%	84%
F	10 Dist Lrng	73%	74%	62%	81%	72%	72%	75%	89%	56%
G	1 Perm Clsrms	72%	69%	70%	73%	69%	68%	64%	93%	72%
G	2 Port Clrsms	66%	63%	58%	69%	68%	52%	54%	89%	63%
G	3 Student Capacity	79%	72%	78%	80%	80%	79%	75%	96%	81%
G	4 Hours of Operation	81%	79%	78%	84%	80%	82%	80%	96%	84%
G	5 Date Bldg Cons	44%	43%	36%	49%	43%	38%	38%	78%	41%
G	6 Date Last Renov	56%	54%	44%	65%	62%	47%	54%	82%	53%
G	7 Books in Lib.	68%	63%	58%	66%	74%	68%	71%	78%	69%
G	8 Computers Avail	80%	76%	78%	80%	85%	83%	80%	85%	88%
H	1 Extra Curr	85%	89%	76%	84%	77%	86%	79%	93%	75%
H	2 Health Serv	85%	85%	82%	87%	83%	83%	82%	78%	81%
H	3 Counseling	87%	88%	84%	93%	83%	86%	87%	82%	84%
H	4 Dropout Preven	84%	82%	84%	93%	85%	85%	75%	82%	69%
H	5 Soc Serv	71%	71%	74%	78%	69%	65%	69%	74%	56%
I	1 Gender	26%	24%	24%	32%	26%	20%	28%	44%	13%
I	2 Race/Ethnic	20%	20%	16%	24%	23%	13%	21%	44%	16%
I	3 Socio-Economic	22%	22%	18%	23%	23%	14%	20%	44%	9%
I	4 By Grade Level	56%	45%	60%	62%	57%	44%	59%	85%	50%
I	5 Spec Ed Status	41%	32%	54%	41%	38%	35%	41%	70%	38%
I	6 Remedial	44%	35%	56%	45%	39%	32%	48%	63%	44%
I	7 Enter/Leaving	55%	41%	60%	62%	52%	58%	52%	70%	53%

Appendix C:

	Definitely Should	RSP	Dist. 13	Dist. 14	Dist.15	Dist.17	Dist.18	Dist. 20	Dist.21	Dist. 23
I	8 Limit Eng. Skills	33%	25%	32%	36%	31%	28%	18%	63%	22%
I	9 Free/Reduced	24%	23%	20%	20%	14%	14%	25%	33%	19%
J	1 Avg Attendance	68%	55%	76%	70%	65%	66%	79%	74%	72%
J	2 Temp Suspend	57%	44%	54%	58%	55%	49%	51%	67%	63%
J	3 Perm Suspend	59%	46%	56%	61%	57%	52%	53%	67%	63%
J	4 Alt Disc Enroll	57%	46%	54%	56%	55%	52%	49%	67%	66%
J	5 Dropout Rate	70%	57%	78%	75%	60%	63%	61%	78%	78%
K	1 Per Student	82%	69%	90%	79%	83%	69%	97%	89%	88%
K	2 Per Function	82%	67%	88%	81%	83%	76%	92%	82%	91%
K	3 For Instr Material	83%	69%	94%	83%	85%	80%	90%	96%	91%
K	4 For Instr Tech	64%	69%	92%	86%	85%	77%	92%	96%	91%
K	5 Avg Tchr Salary	72%	58%	76%	71%	75%	65%	84%	78%	72%
K	6 Compare w/ Others	83%	69%	92%	83%	83%	80%	89%	93%	88%
K	7 Sources of Funding	88%	77%	92%	92%	88%	87%	90%	93%	91%

	Answered Yes	RSP	Dist. 22	Dist. 24	Dist. 25	Dist. 26	Dist. 27	Dist. 28	Dist. 29	Dist. 31
A	4.1 Child	64%	60%	50%	43%	60%	59%	58%	84%	39%
A	4.2 Other Parents	51%	40%	39%	41%	52%	50%	42%	62%	27%
A	4.3 Teacher(s)	51%	40%	24%	36%	44%	57%	29%	72%	24%
A	4.4 Principal	33%	20%	9%	20%	28%	39%	38%	40%	21%
A	5.1 District Office	29%	45%	17%	13%	40%	27%	29%	34%	18%
A	5.2 Newsletter	73%	95%	83%	81%	84%	73%	92%	74%	82%
A	5.3 Media	61%	65%	70%	67%	80%	39%	29%	54%	67%
A	5.4 Neighbors	47%	30%	50%	47%	72%	50%	46%	44%	52%
	Definitely Should									
B	1 Regents Diplomas	81%	65%	78%	90%	96%	86%	92%	80%	85%
B	2 Pass by Subj	79%	85%	80%	90%	96%	68%	88%	78%	88%
B	3 Students Retained	55%	55%	61%	71%	64%	55%	63%	57%	58%
B	4 Post HS Plans	53%	55%	57%	55%	56%	48%	79%	51%	61%
B	5 AP Exams	61%	65%	59%	67%	80%	64%	71%	60%	64%
B	6 Phys. Fit. Results	47%	55%	52%	43%	52%	43%	33%	47%	55%
B	7 Honors Rec'd	85%	75%	89%	90%	92%	91%	100%	86%	82%
B	8 Grade Distrib.	58%	45%	63%	71%	76%	59%	58%	63%	67%
B	9 % Inclusion	57%	45%	59%	66%	72%	50%	67%	65%	46%
C	1 Volunteer Prog	70%	50%	76%	76%	80%	71%	83%	70%	85%
C	2 After-school Care	73%	60%	85%	71%	56%	57%	83%	68%	79%
C	3 PTO Involvement	54%	40%	65%	54%	60%	55%	75%	53%	73%
C	4 Partnerships, Grants	70%	50%	78%	79%	76%	68%	96%	73%	79%
C	5 School Climate	79%	60%	83%	89%	80%	80%	83%	82%	73%
C	6 School Safety	87%	75%	93%	88%	96%	89%	92%	89%	88%
C	7 Teen Pregnancy	54%	20%	59%	64%	68%	46%	42%	60%	70%
C	8 Fundraising	64%	40%	78%	70%	56%	55%	71%	69%	73%
D	1 Stand. Tests	77%	65%	76%	82%	92%	80%	71%	79%	82%

Appendix C:

	Definitely Should	RSP	Dist. 22	Dist. 24	Dist. 25	Dist. 26	Dist. 27	Dist. 28	Dist. 29	Dist. 31
D	2 Other Tests	37%	25%	37%	34%	52%	30%	29%	34%	39%
D	3 SAT/ACT Scores	71%	60%	70%	79%	80%	73%	71%	79%	82%
D	4 Voc/Tech Tests	69%	65%	74%	73%	84%	68%	67%	77%	79%
D	5 Compare to Others	80%	60%	80%	89%	88%	86%	88%	84%	88%
D	6 Compare to State	82%	60%	85%	91%	88%	84%	92%	83%	85%
D	7 Hist. trends	70%	60%	78%	84%	80%	73%	67%	68%	85%
E	1 Avg Yrs Exp	72%	75%	70%	68%	76%	77%	63%	80%	70%
E	2 New Tchrs	70%	70%	78%	70%	72%	68%	75%	79%	76%
E	3 Non-Tenured	65%	70%	74%	66%	76%	64%	67%	72%	70%
E	4 Tenured	64%	65%	70%	66%	76%	64%	71%	66%	70%
E	5 Racial/Ethnic	18%	30%	15%	25%	24%	14%	17%	16%	24%
E	6 Gender	22%	25%	15%	27%	32%	23%	25%	18%	21%
E	7 Adv. Degrees	62%	70%	61%	68%	80%	68%	71%	66%	70%
E	8 Tchr Abs Stats	56%	55%	59%	57%	64%	64%	67%	54%	67%
E	9 Avg Class Size	84%	70%	85%	91%	92%	98%	92%	87%	94%
E	10 Stud/Admin Ratio	70%	60%	74%	81%	64%	86%	75%	70%	82%
E	11 Pers by Job Title	69%	65%	67%	77%	72%	77%	63%	74%	76%
F	1 VoTech	85%	80%	94%	85%	92%	87%	84%	88%	94%
F	2 Pre-K	78%	65%	76%	74%	72%	77%	71%	79%	85%
F	3 Magnet	63%	60%	59%	64%	60%	73%	67%	61%	70%
F	4 Bilingual	63%	65%	57%	55%	60%	57%	67%	66%	61%
F	5 Remedial	73%	65%	76%	80%	80%	71%	88%	80%	88%
F	6 Spec Ed	79%	60%	83%	78%	76%	75%	88%	85%	91%
F	7 G & T	83%	70%	78%	84%	84%	89%	96%	89%	85%
F	8 Migrant	55%	45%	50%	46%	60%	50%	63%	64%	61%
F	9 Adv. Acac	84%	70%	85%	89%	84%	89%	100%	87%	91%
F	10 Dist Lrng	73%	65%	72%	80%	64%	82%	96%	73%	70%
G	1 Perm Clsrms	72%	70%	70%	72%	64%	82%	75%	77%	79%
G	2 Port Clrsms	66%	65%	70%	71%	60%	70%	75%	73%	73%
G	3 Student Capacity	79%	80%	80%	77%	64%	75%	79%	84%	82%
G	4 Hours of Operation	81%	60%	89%	85%	72%	86%	83%	84%	88%
G	5 Date Bldg Cons	44%	40%	30%	44%	52%	59%	50%	46%	46%
G	6 Date Last Renov	56%	50%	48%	53%	60%	64%	54%	60%	49%
G	7 Books in Lib.	68%	70%	61%	69%	80%	68%	83%	68%	76%
G	8 Computers Avail	80%	75%	78%	79%	80%	80%	83%	81%	79%
H	1 Extra Curr	85%	85%	89%	85%	84%	91%	88%	90%	82%
H	2 Health Serv	85%	85%	87%	87%	80%	84%	88%	92%	85%
H	3 Counseling	87%	75%	87%	89%	84%	91%	83%	92%	94%
H	4 Dropout Preven	84%	85%	96%	89%	80%	86%	88%	89%	88%
H	5 Soc Serv	71%	65%	76%	74%	52%	57%	83%	78%	79%
I	1 Gender	26%	20%	28%	35%	24%	27%	33%	23%	33%
I	2 Race/Ethnic	20%	15%	28%	29%	16%	20%	25%	14%	30%
I	3 Socio-Economic	22%	15%	31%	31%	28%	23%	33%	18%	33%

Appendix C:

	Definitely Should	RSP	Dist. 22	Dist. 24	Dist. 25	Dist. 26	Dist. 27	Dist. 28	Dist. 29	Dist. 31
I	4 By Grade Level	56%	65%	57%	59%	64%	75%	71%	52%	73%
I	5 Spec Ed Status	41%	40%	41%	47%	52%	50%	67%	40%	49%
I	6 Remedial	44%	35%	46%	51%	56%	52%	63%	41%	61%
I	7 Enter/Leaving	55%	55%	65%	63%	68%	66%	67%	49%	70%
I	8 Limit Eng. Skills	33%	30%	52%	38%	40%	34%	50%	33%	49%
I	9 Free/Reduced	24%	40%	37%	34%	32%	34%	25%	21%	36%
J	1 Avg Attendance	68%	60%	76%	76%	72%	71%	71%	68%	79%
J	2 Temp Suspend	57%	35%	67%	67%	64%	64%	63%	60%	70%
J	3 Perm Suspend	59%	45%	72%	70%	64%	64%	63%	62%	70%
J	4 Alt Disc Enroll	57%	50%	70%	70%	64%	59%	67%	61%	67%
J	5 Dropout Rate	70%	55%	74%	81%	72%	70%	63%	70%	79%
K	1 Per Student	82%	70%	87%	90%	88%	82%	92%	83%	94%
K	2 Per Function	82%	65%	85%	91%	92%	86%	88%	86%	97%
K	3 For Instr Material	83%	70%	94%	88%	88%	82%	92%	89%	91%
K	4 For Instr Tech	64%	70%	91%	87%	92%	80%	88%	91%	91%
K	5 Avg Tchr Salary	72%	65%	80%	80%	72%	82%	92%	71%	79%
K	6 Compare w/ Others	83%	70%	87%	90%	92%	82%	92%	85%	97%
K	7 Sources of Funding	88%	80%	91%	93%	100%	86%	96%	91%	94%

	Answered Yes	RSP	Dist. 32	Dist. 33
A	4.1 Child	64%	29%	88%
A	4.2 Other Parents	51%	29%	84%
A	4.3 Teacher(s)	51%	29%	75%
A	4.4 Principal	33%	10%	47%
A	5.1 District Office	29%	24%	50%
A	5.2 Newsletter	73%	81%	84%
A	5.3 Media	61%	67%	53%
A	5.4 Neighbors	47%	57%	56%
	Definitely Should			
B	1 Regents Diplomas	81%	95%	91%
B	2 Pass by Subj	79%	86%	91%
B	3 Students Retained	55%	48%	47%
B	4 Post HS Plans	53%	57%	59%
B	5 AP Exams	61%	81%	72%
B	6 Phys. Fit. Results	47%	67%	44%
B	7 Honors Rec'd	85%	91%	91%
B	8 Grade Distrib.	58%	62%	63%
B	9 % Inclusion	57%	76%	50%
C	1 Volunteer Prog	70%	71%	75%
C	2 After-school Care	73%	86%	78%
C	3 PTO Involvement	54%	71%	63%
C	4 Partnerships, Grants	70%	86%	78%
C	5 School Climate	79%	81%	88%

Appendix C:

	Definitely Should	RSP	Dist. 32	Dist. 33
C	6 School Safety	87%	91%	97%
C	7 Teen Pregnancy	54%	62%	59%
C	8 Fundraising	64%	76%	63%
D	1 Stand. Tests	77%	76%	84%
D	2 Other Tests	37%	38%	41%
D	3 SAT/ACT Scores	71%	86%	78%
D	4 Voc/Tech Tests	69%	86%	69%
D	5 Compare to Others	80%	95%	91%
D	6 Compare to State	82%	91%	91%
D	7 Hist. trends	70%	86%	75%
E	1 Avg Yrs Exp	72%	71%	69%
E	2 New Tchrs	70%	71%	59%
E	3 Non-Tenured	65%	71%	63%
E	4 Tenured	64%	67%	59%
E	5 Racial/Ethnic	18%	10%	16%
E	6 Gender	22%	19%	31%
E	7 Adv. Degrees	62%	67%	69%
E	8 Tchr Abs Stats	56%	48%	56%
E	9 Avg Class Size	84%	86%	88%
E	10 Stud/Admin Ratio	70%	57%	72%
E	11 Pers by Job Title	69%	57%	81%
F	1 VoTech	85%	91%	91%
F	2 Pre-K	78%	91%	78%
F	3 Magnet	63%	81%	78%
F	4 Bilingual	63%	76%	78%
F	5 Remedial	73%	86%	84%
F	6 Spec Ed	79%	86%	84%
F	7 G & T	83%	91%	97%
F	8 Migrant	55%	81%	69%
F	9 Adv. Acac	84%	95%	94%
F	10 Dist Lrng	73%	91%	84%
G	1 Perm Clsrms	72%	72%	75%
G	2 Port Clrsms	66%	76%	69%
G	3 Student Capacity	79%	76%	84%
G	4 Hours of Operation	81%	81%	81%
G	5 Date Bldg Cons	44%	52%	41%
G	6 Date Last Renov	56%	57%	56%
G	7 Books in Lib.	68%	67%	88%
G	8 Computers Avail	80%	71%	91%
H	1 Extra Curr	85%	91%	94%
H	2 Health Serv	85%	91%	91%
H	3 Counseling	87%	91%	94%
H	4 Dropout Preven	84%	95%	88%

Appendix C:

	Definitely Should	RSP	Dist. 32	Dist. 33
H	5 Soc Serv	71%	91%	81%
I	1 Gender	26%	33%	25%
I	2 Race/Ethnic	20%	19%	13%
I	3 Socio-Economic	22%	29%	16%
I	4 By Grade Level	56%	57%	50%
I	5 Spec Ed Status	41%	48%	28%
I	6 Remedial	44%	52%	34%
I	7 Enter/Leaving	55%	38%	59%
I	8 Limit Eng. Skills	33%	29%	25%
I	9 Free/Reduced	24%	29%	13%
J	1 Avg Attendance	68%	71%	72%
J	2 Temp Suspend	57%	57%	53%
J	3 Perm Suspend	59%	57%	53%
J	4 Alt Disc Enroll	57%	52%	53%
J	5 Dropout Rate	70%	76%	72%
K	1 Per Student	82%	76%	100%
K	2 Per Function	82%	76%	91%
K	3 For Instr Material	83%	76%	88%
K	4 For Instr Tech	64%	76%	88%
K	5 Avg Tchr Salary	72%	62%	75%
K	6 Compare w/ Others	83%	76%	91%
K	7 Sources of Funding	88%	81%	94%

Appendix C:

RURAL SCHOOLS SURVEY

INDICATORS OF SCHOOL DISTRICT CONDITIONS AND PERFORMANCE

Please indicate which of the following response categories you represent:

____ Parent (child current enrolled in school) ____ Other Adult District Resident

If you checked **Other Adult District Resident**, please skip questions 1 - 4 and go on to question 5 of the survey.

A. ORIGIN AND QUALITY OF SCHOOL INFORMATION

1 In general, how easy or difficult do you think it is to obtain information about your child's school?

____ Very easy ____ Somewhat difficult

or

____ Fairly easy ____ Very difficult

2 If you were to rate the information you have about your child's school, would you say you are:

____ Very well informed ____ Not too informed

or

____ Fairly well informed ____ Not at all informed

3 Would you like to have more information than you currently have about the school your child attends?

Yes No

4 From what source do you get information about your child's school?

1	Your child	yes	no na
2	Other parents	yes	no na
3	Your child's teacher(s)	yes	no na
4	The principal at your child's school	yes	no na

5 From what source do you get information about your local schools?

1	The school system's administrative offices	yes	no na
2	School Newsletter	yes	no na
3	The news media	yes	no na
4	Your neighbors	yes	no na

KIND OF INFORMATION DESIRED: Imagine that you are trying to determine the quality and appropriateness of the school your child attends. How would you rate the following indicators of information in terms of whether you believe that the information should not or should be reported to parents and other community members. Please respond by checking a number between **1 (definitely should not)** to **5 (definitely should)**.

B. School Success Information	1	2	3	4	5
1 Percent of Regents Diploma Graduates	____	____	____	____	____
2 Percentage Passing by Subject Area (e.g., math, history, etc.)	____	____	____	____	____
3 Students Retained at Same Grade Level	____	____	____	____	____
4 Students' Post-Graduation Plans	____	____	____	____	____
5 Number of Students Taking Advanced Placement (AP) Exams	____	____	____	____	____
6 Students' Physical Fitness Test Results	____	____	____	____	____
7 Honors Received by Students or Teachers	____	____	____	____	____
8 Students' Grade Distributions for Various Subjects	____	____	____	____	____
9 Percent of Special Education Students Integrated into Regular Education Classrooms	____	____	____	____	____

C. School Environment Information	1	2	3	4	5
1. Extent of School Volunteer Programs	____	____	____	____	____
2. Availability of After-School Child Care Programs	____	____	____	____	____
3. Percentage of Parents in PTA/PTO	____	____	____	____	____
4. Number of School Partnerships with Community Groups or Grants	____	____	____	____	____
5. Results of "School Climate" Surveys e.g., how students & teachers feel about the school	____	____	____	____	____
6. School Safety Information (e.g., incidence of violence)	____	____	____	____	____
7. Incidence of Teenage Pregnancy	____	____	____	____	____
8. Funds Raised by Student and Community Groups	____	____	____	____	____

D. Standardized Testing Information					
1. Standardized Test Scores	____	____	____	____	____
2. Other Test Scores Specify_____	____	____	____	____	____
3. Scholastic Aptitude Test or American College Test Performance Scores	____	____	____	____	____
4. Vocational/Technical Test Information as well as Academic Test Information	____	____	____	____	____
5. Comparison of Test Results to Those of Similar Schools	____	____	____	____	____
6. Comparison of School's Test Results with State Results	____	____	____	____	____
7. Historical Trends in Test Results	____	____	____	____	____

E. School Staffing and Characteristics of Teachers					
1. Average Years of Teaching Experience	____	____	____	____	____
2. Number of Teachers New to School	____	____	____	____	____
3. Number of First Year or Non-Tenured Teachers	____	____	____	____	____
4. Number of Tenured Teachers	____	____	____	____	____
5. Racial/Ethnic Breakdown of Teachers	____	____	____	____	____
6. Gender Breakdown of Teachers	____	____	____	____	____
7. Number of Teachers Holding Advanced Degrees	____	____	____	____	____
8. Teacher Absence Statistics	____	____	____	____	____
9. Average Class Size	____	____	____	____	____
10. Student/Administrator Ratio	____	____	____	____	____
11. Number of Personnel by Job Title (e.g., teacher, counselor)	____	____	____	____	____

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F. Program Offerings	1	2	3	4	5
1 Vocational/Technical Education	____	____	____	____	____
2 Early Childhood Education (programs for pre-kindergarten children)	____	____	____	____	____
3 Magnet Programs	____	____	____	____	____
4 Bilingual Education Program	____	____	____	____	____
5 Remedial Education Programs (e.g., Chapter 1)	____	____	____	____	____
6 Special Education Programs	____	____	____	____	____
7 Opportunities for Gifted and Talented Students	____	____	____	____	____
8 Migrant Student Programs	____	____	____	____	____
9 Advanced Academic Programs	____	____	____	____	____
10 Distance Learning (T.V. Instruction) Programs	____	____	____	____	____
G. School Facilities					
1 Number of Permanent Classrooms	____	____	____	____	____
2 Number of Portable Classrooms	____	____	____	____	____
3 Number of Students the Facility can Accommodate	____	____	____	____	____
4 Hours of School Operation	____	____	____	____	____
5 Date School Building was Constructed	____	____	____	____	____
6 Date School Building was Last Renovated	____	____	____	____	____
7 Number of Books in the Media Center or Library	____	____	____	____	____
8 Number of Instructional Computers in the School	____	____	____	____	____
H. Student Services					
1 Extracurricular Activities	____	____	____	____	____
2 Type of Health Services that are Provided to Students	____	____	____	____	____
3 Counseling Services that are Provided to Students	____	____	____	____	____
4 Student Dropout Prevention Programs	____	____	____	____	____
5 Integrated Social Services	____	____	____	____	____
I. Student Characteristics					
1 Student Enrollment by Gender	____	____	____	____	____
2 Student Enrollment by Racial/ Ethnic Group	____	____	____	____	____
3 Student Enrollment by Socio-Economic-Status Group	____	____	____	____	____
4 Student Enrollment by Grade Level	____	____	____	____	____
5 Student Enrollment by Special Education Status	____	____	____	____	____
6 Student Enrollment in Remedial Education Programs	____	____	____	____	____

I. Student Characteristics (Continued)	1	2	3	4	5
7. Statistics on Students Entering and Leaving the System	___	___	___	___	___
8. Students with Limited English Speaking Skills	___	___	___	___	___
9. Students Receiving Free or Reduced-Price Lunch	___	___	___	___	___

J. Student Engagement Information

1. Average Attendance	___	___	___	___	___
2. Percent of Temporary Suspension	___	___	___	___	___
3. Percent of Permanent Suspension	___	___	___	___	___
4. Percent of Students Assigned to Alternative Disciplinary Programs (e.g., In-school Suspension)	___	___	___	___	___
5. Percent of School Dropouts	___	___	___	___	___

K. School Finances

1. Operating Expenditures Per Student	___	___	___	___	___
2. Operating Expenditures by Function (e.g., administration, instruction)	___	___	___	___	___
3. School Funds Expended for Instructional Materials	___	___	___	___	___
4. School Funds Expended for Instructional/Technology	___	___	___	___	___
5. Average Teacher Salary	___	___	___	___	___
6. Per Pupil Expense Comparison with Similar Schools and the State Average	___	___	___	___	___
7. Sources of Funding for School (federal, state and local funding)	___	___	___	___	___

PLEASE SPECIFY ANY OTHER INFORMATION THAT YOU BELIEVE SHOULD BE REPORTED TO PARENTS AND THE COMMUNITY:

_____

_____

_____

_____

_____

_____

COMPLETED SURVEYS may be dropped off in the main offices of our schools or mailed to the Superintendent of Schools.

Indicators of importance in determining:

"School Quality and Appropriateness For Your child"

Figure 5 -- Student Success Information

Figure 6 -- School Environment Information

Figure 7 -- Standardized Testing Information

Figure 8 -- Staffing and Characteristics of Teachers

Figure 9 -- Program Offerings

Figure 10-- School Facilities

Figure 11-- Student Services

Figure 12-- Student Characteristics

Figure 13-- Student Engagement Information

Figure 14-- School Finance Information

Figure 15-- Summary of Responses by Rank

Indicators of Importance in Determining:

"School Quality and Appropriateness For Your Child"

Rank Order of Responses

Figure 11 -- Student Services

Figure 14 -- School Finance Information

Figure 9 -- Program Offerings

Figure 7 -- Standardized Testing Information

Figure 6 -- School Environment Information

Figure 10 -- School Facilities

Figure 5 -- Student Success Information

Figure 13 -- Student Engagement Information

Figure 8 -- Staffing and Characteristics of Teachers

Figure 12 -- Student Characteristics

Appendix F

Appendix F consists of Sixty-two (62) pages of comments that were copied from 623 of the surveys that were returned in the participating school districts. The Committee finds that the nature of these comments may be construed to be confidential and therefore, will not release them in toto. Instead, these comments are grouped by district and each district's comments will be forwarded to the school superintendent for disposition as he/she finds appropriate.

We do, however, wish to underscore the findings recorded on pages 11 and 12 of this report, Regarding Comments. Of particular note is the almost universal call for a greater flow of "general information" from the schools to their publics. Some 166 of those commenting made this type request and their comments were traced to 28 of the 29 participating schools. This fact alone, justifies our work and directs the Committee to its recommendations, page 18.

(*Final Note*: The comments will be preserved for a period of one year at the RSP offices for participating district use, and for other interested parties on a "justified purposes" basis. Under NO circumstances will the complete listing be released unless the anonymity of the districts from which the comments originated is preserved).